JUNIOR COLLEGE JOURNAL

OFFICIAL ORGAN OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES MEMBER OF THE EDUCATIONAL PRESS ASSOCIATION OF AMERICA

Vol. XIII

JANUARY 1943

No. 5

Present and Post-War Considerations

[EDITORIAL]

Personnel problems in the junior college during the present crisis are most difficult to solve. We are all confused with the conflicting issues. No one knows what the morrow may bring. Students are faced with uncertainty and are strongly influenced by emotional appeals. They are in great need of the assurance that counselors cannot honestly give. We are compelled to accept the situation stoically and do the best that we can, holding to our faith that right will eventually win.

We are fighting to preserve what we call our democratic civilization. While doing this we must not neglect the teaching of the very fundamentals of that civilization. It is in no way disloyal to point out that in our "all out" efforts to win the war we may be developing a physical technology that will enslave us as it has Germany. While not diminishing this effort we must at the same time maintain a social and spiritual balance that will keep the control of the physica!

The youth of today must be equipped with a fund of essential information and idealism if they are to assume the responsibility of making the decisions with which they will be faced in the future regarding governmental and social policy. To do otherwise would mean the fall of democracy even assuming the winning of the war.

The junior college, free from the traditions and handicaps of the older colleges, has a rare opportunity and a challenge to provide through a core curriculum this essential information and idealism which will give the student a basis of judgment in meeting the economic, social, and political problems which he must face as fearlessly as our men in uniform are now facing the enemy around the battle-scarred world.

To be practical, such an integrated course is possible to program within one-half of the student's scheduled time. This course based upon the economic and social history of the United States should include our philosophy of life, the place of art and music in our culture, the contributions of all the sciences to health, family life and industrial progress, the contributions of other cultures to our own, and our place among the nations of the world. This is not as difficult as it sounds. It has been done with distinct success.

With this background for the preservation of our democratic civilization, the junior college can use the remaining half of the student's schedule to prepare him for his emergency service. Thorough testing in interests, aptitudes, and abilities will form the basis of guidance into that field to which he can make his greatest contribution.

—Jesse B. Davis

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They're in the Army Now

J. ROBERT SALA

T TEACH in one of the largest "junior ■ colleges" in America—and the fastest growing. Its campus covers thousands of acres. Yet its course of study is one of the shortest. It is the San Antonio Aviation Cadet Center, a vast educational institution for the testing, placement, and pre-flight training of combat fliers. The largest unit of the Center is the Pre-Flight School for Pilots. What kind of school is it that will take over a great share of the training of American young men of junior college age, now that the 18-20's are to enter the armed forces? What is its philosophy of education, its program? Is there anything new that civilian junior colleges might use?

For many years junior colleges have talked a great deal about "equality of opportunity" for "all of the children of all of the people." The fact remains, however, that attendance at college was and still is conditioned on ability to pay. Even when an aspiring youth could get together enough money to pay for tuition and books, his income often could not be spared at home.

The Army schools enjoy at least one major advantage. They know what they are educating for. The objective is battle efficiency. Any course, any program that does not contribute to that end is not considered. The Army is spared any long-winded dissertations on the objectives of education. The end product is an efficient fighting man. That is not as narrow an objective as might seem at first blush. Many fundamentals of habit and character are as useful in peace as in war.

Discipline is the first and most important principle of the Army schools. Army instructors, enlisted from civilian colleges and universities, themselves go through a rigorous course of training and discipline before entering on their duties. After their classroom work begins, they are periodically visited by friendly, trained supervisors. With the cadets, discipline is strict, and there is much "spit-and-polish." Theorists will cry "Regimentation." Commanders know, however, that any kind of dis-

Here, however, Uncle Sam pays each cadet \$75 a month, plus food, clothing, and shelter. All have the same opportunities and duties. All wear the same uniform, eat the same food, sleep in the same sort of bunks. Wealth and social prestige carry no weight. It is an unexpected but real answer to President Conant's plea for the subsidizing of youth who show capacity to absorb and use instruction. Boys are drawn from all over America. Army classification carefully sorts out those who show talent. Others are steered into military pursuits for which they are better fitted. Ability and application are the sole essentials for progress.

J. ROBERT SALA, like the title of his interesting article, is also "in the Army now." As a first lieutenant in the Air Corps, he is an instructor in the Army Air Forces Preflight School at San Antonio Aviation Cadet Center, Texas, having left the deanship of Christian College, Missouri, last summer to accept this commission. He had been dean of the faculty at Christian since 1936, and before that professor of history at Lynchburg College for two years. He holds a B. A. degree from Bethany College, an M. A. from West Virginia University, and a Ph.D. from the University of Chicago. For several years he has been secretary of the Missouri Association of Junior College Administrators, and in 1939 was also president of the North Central Junior College Association. He is co-editor of the publication, "Mental Health Observer."

cipline that regiments makes a very poor soldier. Combat today calls for the highest type of initiative. But it must be an initiative that is responsive to leadership, one that is disciplined to work well and smoothly with others. Fliers no longer go out on lone-wolf They fly in formation, and missions. the pilot who breaks formation endangers the success of the mission and the other units of his squadron, each of which depends on the other for security in flight. Despite the laxity of discipline in the homes from which many cadets come, it is surprising to see how easily Army discipline is accepted by most of them. Disciplinary problems are few and minor. Like all Army men, cadets grouse a great deal; but that means that morale is high. They complain because they are convinced that there is a better way to do something, and what is more, they are the ones who can do it. As this is written, a perfectly drilled squadron of cadets is marching down the street past my office, singing the Air Corps song at their lustiest. These men are disciplined, and they enjoy it. Have we of the junior colleges helped our students to achieve the discipline that makes an ordered and happy life?

A second emphasis in Army education is on skill. These skills must have battle importance, of course. Many of them, however, are merely special applications of common tool subjects taught in our schools. The big soft spot is mathematics. A fellow instructor who has taught cadets for many months told me that the poorest of all preparation seems to have been done in the handling of fractions-plain fifth grade arithmetic. Fully half of the ground school mathematics course must be given over to a review of elementary arithmetic. Whereas only a small per cent fail to get through other subjects, mathematics casualty lists run high.

The simple skills of soldiering—close and open order drill, guard, the manual of arms-are taught even to budding fliers. The cadet learns that he is part of a great organization. As he marches shoulder to shoulder with the other men, he gets the feel of the group engaged in a great common enterprise. He picks up infantry skills on the parade ground, and in the classroom he receives instruction in elementary tactics; much military flying supports ground force action. He learns elementary naval tactics; land-based aircraft are often called upon to support naval action. The cadet is learning how to work with other arms and services to achieve victory. For years the junior colleges have complained about rigid compartmentalization of subject matter. The universities have not been helpful in breaking down the walls of partition. The experience of the Army would seem to show that part of the trouble may lie in the professional outlook of the instructional personnel. In the Army, instructors are officers first, then instructors. Instruction is first of all a military formation, as much as a parade. Our job is to turn out soldiers first, then flying specialists. Unity of effort is the result. Should the junior colleges try to produce citizens first, then plumbers and scholars?

The building of vigor, abundant physical energy, is a third objective. Combat flying is a very taxing activity, and anything less than top physical efficiency makes the pilot a menace to his crew and his squadron. As a result, the Air Corps conducts a rigorous physical training program. Mass calisthenics, taught by the cadence system, insures rounded muscular development. Competitive athletics are of the

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small-group, light-contact type, such as volleyball and six-man touch football. Alertness and dexterity are emphasized. All must participate. There are no sidelines or players' benches or glamorous exhibitions. The athletic programs of our junior colleges have long been designed to please the alumni, the townspeople, and the stadium bondholders. Have they made our youth more vigorous?

The program and organization of pre-flight training are simple. Half the day is given to classroom instruction in such courses as Organization of the Army, the Navy, and the Air Forces; Mathematics; Physics; Code; Recognition of Aircraft; Maps and Charts; and The other half of the day the like. is under the direction of the tactical and physical training departments. Lectures and films on military courtesy and preventive medicine are offered from time to time. Cadets who fail a final examination are given one make-up test. If this, too, is failed, the cadet is "heldover" for the next cadet class and repeats the subject. Only one holdover is allowed throughout his entire flying training period. Failures are reclassified and placed in another branch of service for which they may be better qualified. After the completion of a nine-weeks' course, cadets go on to primary flying training.

The daily program is very full. As one cadet put it, "I never get to smoke more than three drags before the bugle blows for the next formation." Open post is given once a week—maybe. If the cadet has time, he can go to a post movie for 12 cents; and in this war, the soldiers see the new pictures first. A spacious cadet recreation building attracts many. However, unless the cadet is a facile student and adept at dodging "gigs"—gigs are demerits, and

a demerit means "walking the ramp" for an hour with gun on shoulder—he is not likely to have much time for extracurricula.

Underneath all of the training is a feeling that the time is very late—none must be wasted. The instructor feels this especially. He is preparing the cadet for the ultimate final examination in the sky. As the instructor stands before his class, he knows he must not fail. The responsibility for victory rests upon him in an awful way.

After all, though, this is true of all instruction, no matter where.

DR. BETHUNE RESIGNS

Dr. Mary McLeod Bethune, founder and for 31 years president of Bethune Cookman College, Florida, has resigned, and the trustees have named James A. Colston, director of Ballard College, Georgia, as her successor. They also named Dr. Bethune president emeritus of Bethune Cookman. Director of the Negro division of the NYA, Dr. Bethune plans to spend some time in Washington to work out changes in her part of that orgnaziation. Later plans involve organizational work for Negroes in Australia, Africa, and London.

Born in a cottonpicker's hut in South Carolina 66 years ago, Dr. Bethune educated herself and built a school now worth a million dollars. She has honorary degrees from five colleges, is president of the National Council of Negro Women and has three times won medals for achievement.

COMMANDO TRAINING

Physical education classes at Scranton-Keystone Junior College, Pennsylvania, are receiving "commando" training two hours each week.

A Junior College Goes Totalitarian

JAMES CLARKE

sk the average junior college student A what he knows about totalitarianism and he will immediately launch into a discussion of the subject as he learned it from his history professor when a lowly freshman. Beyond this he knows little more about it than what he reads in the daily newspaper. There is one group of college students in this country, however, who have had a first-hand chance to study totalitarianism. They know now rather vividly just the situation that is faced by some of the European nations. This group is the student body at New London Junior College, Connecticut, who were subjected by their Student Council to three weeks of regimentation and totalitarianism during the past college year as an attempt on the part of the Council to overcome the apathy of the students toward their government.

The Student Council is composed of representatives from each of the various organizations in the college with two faculty advisers. Along administrative lines, the Council had done much since its organization. It had set up an athletic council to control athletics both

intercollegiate and intramural. It had sponsored several war relief parties, had sat as an honor court for disciplinary problems and had allotted funds to student organizations for their yearly budgets. The big problem which faced them from the outset, however, was that of the students' complacency toward their government.

During the first half of the academic year 1941-42, many suggestions were brought out at Council meetings to combat this apathy. Many were the hours devoted to discussion of the problem as the Council racked its collective brains to find a way to stimulate the students' interest in their government. problem was doubly difficult as New London Junior College is a new institution (1941 was the third year of its existence); and thus having no experience to draw from and a reputation to establish, the Council had to be careful about any revolutionary methods it used for fear that the staid old New England town in which the college is situated might be shocked to the detriment of the college.

As the academic year 1941-42 drew to a close and the time for nomination and election of officers came near, the Council realized that if the rate of attendance at student government meetings that had been characteristic to date continued, elections would have to be postponed. It would be impossible to hold meetings, for the Student Government Constitution stated that a quorum should consist of two-thirds of the enrolled student body. Since attendance had been much below that, the Council realized that drastic steps were needed.

JAMES CLARKE graduated from New London Junior College, Connecticut, in the class of '42, and is at present attending the Medill School of Journalism at Northwestern University, Illinois. At New London he was manager of the Athletic Association, business manager of the student newspaper, a member of the Student Council, and Student Government Treasurer. At Northwestern he is also kept hopping, having recently been elected Director of Civilian Defense for the Student War Council. As if this, plus his studies, were not job enough for Jim's tireless energy, he also holds a part-time job at the Oak Crest Hotel in Evanston where he is a combination bell-hop, switchboard operator, and general helper.

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After announcing the nominations two weeks in advance, they were held with barely a quorum present. The next week came the elections. After the ballots had been spread and marked, it was found that a quorum did not exist and that despite all efforts a quorum could not be obtained. Under constitution rules, therefore, the election was postponed a week. After this meeting an emergency gathering of the Council was held to solve the problem, which had now definitely come to a head. Again the wordy debates common to all democratic legislative bodies were indulged in, until all concerned became almost ridiculous in their suggestions. When it was suggested, however, that the Council take as precedent the methods of the foreign dictators and deprive students of their rights, this statement was picked up by several members and discussed till it became apparent that it had merit. They liked the idea and soon began figuring ways to put a dictatorial policy into effect.

The outcome of that meeting was a statement signed by the four senior members of the council announcing "the establishment of a dictatorship" by the four "to replace the previous government" and that they, "as the most experienced members of the student body, were assuming control and would, before their graduation, appoint their own successors." This bulletin stated that there could be no appeal from this edict as the Student Council had made its decision and there was no Then the fun started. When appeal. the following day arrived, the student body learned of the decision and their reaction was voluble if nothing else. Angry voices were heard threatening reprisals, but nothing came of them. The original bulletin was posted about eight A.M. followed two hours later by a

supplementary bulletin setting forth some rather definite policies.

The Engineer's Club and the Girl's Chorus, the two largest groups in the college, were abolished for their "lack of any sizable contribution to the welfare of their members." All the Student Council members except the so-called ruling committee of four were dismissed and their offices assumed by the remaining members. A salute similar to that of the Nazi party was arranged to be accorded all members of the ruling com-The newspaper of the college which had previously been under no censorship or other influence was placed under the control of the committee. The former levy of 20 per cent of all profits of student-run affairs was arbitrarily raised to 50 per cent.

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The entire ruling committee momentarily expected to be deposed and run out of town, but nothing happened aside from those first muttered threats. The apathy had a firm hold. The committee then decided to take the situation fully in hand and totally convert the government to dictatorship since the desired results had not been achieved as yet.

This was done with another series of edicts which proclaimed the basis for a study hour to be rigidly enforced. Stopped was student participation in any intramural sports without the express permission of the committee and then only if the student had scholarship grades or was a member of the committee itself. This resulted in the locking up of horseshoes and ping pong paddles, used for two of the favorite diversions for the leisure hours of the students. Coupled with the complete ban on dancing and other social activities, this action resulted in stirring up feeling against the committee. At last the lethargy was beginning to be thrown off.

Soon an "Underground" movement

1943 forth sprang up in the men's dormitory to ostracize the single one of their fellows Girl's who was a member of the committee. Arm bands were printed and were worn the **'lack** in defiance of the committee. Some of welthe more thoughtful students began to ıdent see parallels with the foreign situation alled and began to harangue their classmates. issed Meanwhile the committee, never relaxnaining a moment, brought out new edicts that and enforced those already in effect. o be Startling to the faculty were the reaccomtions of the students to the various llege orders which destroyed the previously no democratic system and instituted in its place regimentation. These responses aced The exactly mirrored the reactions of the ofits nations of the world as they had been arily confronted with the Nazi menace. One student when approached by a member menof the committee and told to turn off the radio was so startled that she did run aside so immediately and afterwards exclaimed "Gee, they actually made me The turn off the radio; this is terrible." Still ittee another student told the committee that fully if it didn't stop its action he was going ernto withdraw from college. He had come sired to the college attracted by its demot. cratic ways and if "they couldn't be es of maintained, he was going somewhere or a else where they could." Others asserted rced. that "it can't happen here." Another n in faction said that if the situation went extoo far the faculty should step in and and stop it. Little did they know that the ship faculty under the terms of the constitumitking tion could do no such thing and further than that they were completely in symdles, sions pathy with the movement. The majority of the students gave vent to feelings ents.

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ination and went about their business. Finally at the last student assembly before the close of college, the committee decided to halt this dictatorship and

comparable to the Balkan nations and

simply assented peacefully to this dom-

show the students the parallel with the world situation. When the first of the committee got up and told the story he was greeted by hee-haws and guffaws for trying to hoodwink the students. They of course "had known just what was going on all the time." After he told them the complete story and showed them incident for incident how their actions were just exactly those that led Europe to the slaughtering block, some of them began to grasp the significance of their apathy and what it meant to them as members of the United States. Shortly afterwards the elections were held in an awe of silence. When the formalities had been finished, the newly elected president went to the officers who were retiring and thanked them for showing him and the rest of the student body the lesson that they had learned and asked them to preside at a meeting where all the major faults of the government could be aired and a workable conclusion attempted. Today those new officers have met several times and feel secure within themselves that they are the leaders of a group that know the meaning of the word democracy because they have had it taken away from them.

This lesson of the Student Council at New London Junior College is one that every college faces and one which has perhaps not been given necessary weight in the schools of the country. Merely saluting the flag every morning and reciting the pledge of allegiance do not guarantee any knowledge of democracy. Only through practical problems and the meeting of all the exigencies of such a system squarely can democracy really be taught. The experiment at New London was probably more drastic action than needs to be taken in most institutions but it is only through deprivation that many people learn how much they once had.

Health Program for a Junior College

VIOLA G. PFROMMER

An integrated health program in a small resident junior college can be an exciting testing ground for democratic procedure in education as well as a motivating force in health service and education. Because we at Colby Junior College feel that we have been privileged in working out our small health unit on a coordinated basis, we should like to share our experience with others in the hope that it may be of interest and that return comments may aid us in reevaluating our endeavor.

Since we hold the premise that education, a way of living, is primarily concerned with the adjustment of the individual in the dynamic stream of life, we visualize all campus situations as opportunities for learning. Also, we believe that every member of the college community from the all-important food handler to the president is our concern. At the same time, we consider that guidance in health is the responsibility of every member of the faculty and administrative staff. At times, the faculty residents play a more important role in guidance than do instructors in chemistry, history, and other academic subjects.

Program and Organization

Gathering momentum slowly, our health program has grown around our particular campus needs and local facilities. A glance at the diagram on

page 235 will show the organization and indicate that the program is determined not by two or three people or interests but by many and is administered under unified effort.

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In this campus laboratory we realize the importance of maintaining some fluid means for the articulation of student health needs. This we attempt to do through the Student Committee on Health. Here opportunity is offered for learning from and with students as well as for providing them with mature judgment and an interpretation of the pro-The Faculty Committee on Health meets bimonthly with the Student Committee, and monthly as a separate unit. This committee formulates policies, interprets the program to faculty and staff members, acts upon recommendations of the medical examining staff, and is guided by the college physicians who have membership in this group.

Cooperation with local and state agencies is given whenever possible. All staff members are affiliated with their state and national professional groups; the department holds membership in the American Student Health Association, American Public Health Association, the School Health Association, and the American Association of Health, Physical Education and Recreation. Thus, we aim to articulate student health needs, to formulate and interpret health policies under the guidance of medical men, to operate as an integrated unit, and to cooperate with local and state agencies.

Campus Public Health
Because we know that the best in-

VIOLA G. PFROMMER has been chairman of the department of health and physical education at Colby Junior College, New Hampshire, since 1936. That year she also received her M. A. from Columbia University, and since that time has done summer graduate work at Columbia and at the Massachusetts Institute of Technology.

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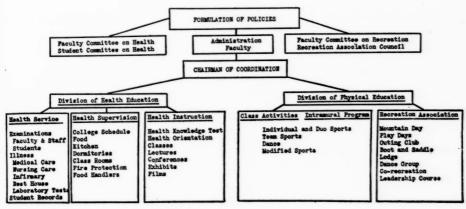
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ORGANIZATION OF HEALTH PROGRAM AT COLBY JUNIOR COLLEGE

struction in the world, the best student health service, and the best recreational guidance are nullified by inadequate provision for real living, we attempt to provide health safeguards similar to those which are offered to communities by their local and state departments of public health. These include periodic inspection of water and milk, campus buildings, classrooms, fire escapes, ventilation, lighting, fire drill procedure. Necessary changes are made when deemed advisable. We provide annual health examinations for food handlers and staff members. We require a health examination of all faculty members upon acceptance and encourage periodic check-ups. Provision on campus is made for the care of students in case of epidemics and other emergencies. sideration is given to the spacing of vacation periods and to student schedules. The hour from four to five o'clock is kept open for recreational activities and free from all academic and committee obligations.

Student Health Service

Our health guidance begins when a student submits her personal health history and health statement to the Committee on Admissions. Upon acceptance, each student is required to submit a certificate of vaccination for smallpox. Here emphasis is placed on assisting rather than rejecting and on counseling parents in cases where conditions can be remedied. It is interesting to note that as a result of one pre-entrance examination parents of an applicant were informed by their physician that their daughter was suffering from a serious infection which necessitated immediate hospitalization and postponement of college for one year.

During the opening week of college our physicians meet with the entering students. They explain the "why" of examinations and the preliminary laboratory procedures such as blood counts, blood pressure, heart rate, urinalysis, vital capacity determination, posture picture, basal metabolic rate, electrocardiogram, and audiogram. The last three procedures, as well as X-rays, are done only when health histories indicate the need for such diagnostic aids; all other procedures are done for every student before the day of examination. Chest X-rays are taken of all entering students. The health statements and

health histories are reviewed by our physicians, and special needs and diagnostic aids are indicated before the day of the examinations.

On the night before the student health examinations the medical examining staff, which includes specialists for examinations and practicing physicians who conduct conferences, meet to consider the procedure as a whole, the educational implications, and the interpretation of specific sections. The following day they meet in their respective sections for student examinations of eyes, ear-nose-throat, chest-heart, 'abdomen, skin, and orthopedics. Immediately after the examination, students confer with the conference physicians who interpret and summarize the findings and reassure the apprehensive student when it is deemed necessary. We strive for confidence and rapport in this first meeting. We hope, too, that the thoroughness and quality of the examination will acquaint students with health examinations at their best and will make them more discriminating in securing medical service in the future. Through personal letters we inform parents and family physicians of the findings and recommendations of the examining staff. Family physicians and selected specialists take care of some of the follow-up recommendations. Others, of course, like postural exercises, restricted activity, conferences, are carried out by our staff. We give particular attention to dysmenorrhea and skin cases since these difficulties, which are all important to the adolescent girl, seem to receive little notice from the family physicians.

Within reasonable financial limits determined by the college we provide medical, nursing, and infirmary care and consultation for students during residence. The clinic is open during the

day and a nurse is on call during the night. We are fortunate in having in our small town three local physicians who are affiliated with the college. These men hold office hours at the clinic, thereby offering good service and permitting choice of physicians. Our infirmary is maintained at the local hospital about one-half mile from campus. The hospital is equipped for surgery, X-ray, and laboratory procedures. A rest house is available on campus for post-infirmary ambulatory cases and for those who need extra sleep and rest. Individual health records are kept, are used by our physicians, and made available to our faculty. Our examining medical and nursing staff view the examinations, the clinic, the rest house, and the infirmary as laboratories for learning. They treat as well as attempt to teach while the iron is hot. When there is a connection between illness and unconscious emotional disturbance, help from advisers and other faculty and administrative members is secured.

Instruction in Health

Since unrecognized intellectual snobbery and traditionalism in education are powerfully against specific courses in health education and because we have found that teaching health is primarily a personal matter, we generalize and particularize our instruction program. We try to point out the frontiers in the conservation of human resources that are open to the students. During orientation week a health knowledge test is given all entering students. This test we use in conference as a basis for directing reading and for motivating further study in other courses. Subjects for source themes often grow out of such conferences. Health orientation, a lecture-discussion course, which meets once a week during the first semester,

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is offered to all entering students. This course deals with personal and community hygiene and is taught by members of the science department, physicians, and other members of the staff. Films are used whenever possible. Optional courses in first aid and home nursing are offered during the second semester of the first year.

Personal instruction is stressed in the pre-entrance and fall examinations, in sport activity and other classes, and in the dormitories. Faculty have been most cooperative in creating public opinion against those with colds who persist in coming to class. This year some fruitful teaching has resulted from studies on eating habits, smoking, sleep, time budgets, and recreational needs carried on by members of a research project in a business class.

The Student Committee on Health also serves as a focal point for real learning through their discussions, skits, bulletin board material, and exhibits. Just recently this group brought about a legislative change. As is true with college students, some of our girls, away from home for the first time, acquire the pernicious habit of burning the midnight and post-midnight oil. Last month when this habit became so obvious and when it seemed to have a marked relationship to the increase in the number of class hours lost because of illness, it was gratifying to note that it was the Student Committee that recognized the correlation and requested Student Council to curtail hours. laboratory method of teaching may be expensive, slow, and bitter at times, yet it seems to hold much for students who learn by doing.

Instruction in Physical Activities

Our physical education division offers instruction in dance and in individual,

duo, and team sports. Classes are arranged on a seasonal basis, i.e. fall, winter, spring. Students classified as restricted are given first consideration in the scheduling of classes so that they will find activities such as archery and fishing open to them. Guidance in the selection of physical education activities is based not only on the findings of the health examinations but also on previous experience and interests. Optional posture clinics are offered for those who at the time of the fall examinations were given advice and exercises by our orthopedic examiners.

The Recreation Association Council provides competition in sports; this, while mainly intramural, culminates in each season with one intercollegiate game. The council also sponsors coeducational play days as well as play days for high school girls in this vicinity. Organizations represented on the Council such as the Dance Group, Boot and Saddle Club, and Outing Club offer opportunities for those students who are so inclined. The association also sponsors training in recreational leadership for students who go out into rural areas and for students who lead corecreation on Saturday nights on campus. Students work in close cooperation with faculty members in planning and carrying out their programs.

Conclusion

We have had our discordant notes and pleasing chords as we have teamed together in working out this coordinated health and physical education program. We have not come far, yet we have seen our students learn in doing; we have learned with them; we have reaffirmed our belief that an integrated health program offers unusual laboratory experiences for learning; and we have strengthened our faith in the democratic procedure.

From the Secretary's Desk

EMERGENCY MEETING

An emergency wartime meeting of the American Association of Junior Colleges will be held at St. Louis, February 23-24, 1943.

The above announcement supersedes previous announcements of cancellation of the annual meeting. The September issue of the *Journal* announced the regular annual meeting of the Association in March. The October issue announced its cancellation on account of wartime conditions.

November 7 and 8 the Executive Committee met in Chicago and made a number of important decisions concerning the continuation of Association activities under wartime conditions. Subsequent to this meeting four of the regional junior college organizations, New England, Middle States, Southern, and California met and passed resolutions urgently requesting Executive Committee to call an emergency annual meeting to consider the decisions made at the Chicago meeting of the Committee. In accordance with these requests the decision has been made to call the meeting as announced above.

Individual notices of the meeting have been mailed to all members of the Association. Important amendments to the Constitution will be considered. Vital decisions regarding the future of the Association will be made. It is hoped that there will be a large and representative attendance, even under wartime conditions, in view of the crucial decisions which must be reached at the meeting.

THE JANUARY JOURNAL

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The January issue of the Journal is drastically cut to permit publication of the Junior College Directory 1943. Most of the regular departments, including Reports and Discussion, Junior College Music, Book Reviews, and Bibliography on Junior Colleges, have been omitted. It is expected that these will be resumed in the February issue. That issue will also contain an analysis and summary of the more important facts and trends revealed by the data published in detail in the Directory in this issue. It is worth pointing out now, however, that in spite of wartime casualties among junior colleges the number of institutions reported this year only slightly less than last year. The total number of junior colleges reported in the 1942 Directory was 627; in the present 1943 Directory it is 624. Total enrollment for the first time exceeds 300,000.

FIELD ACTIVITIES

On December 7 and 8 the Executive Secretary attended a meeting of the American Council on Education's Committee on Government and Educational Finance in New York. The entire time was spent in discussion and drafting a statement with reference to possible increased support of higher educational institutions, both publicly and privately controlled institutions, in view of changed and changing economic and social conditions.

He also participated in a number of committee meetings and special conferences in Washington during December.

Wartime Activities

RELOCATION CENTERS

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Suited as the junior college would be to conditions in relocation centers for Japanese evacuees, it does not seem likely that it can be of much help Though the —at least in California. junior college would seem to be made to order for this assignment, both from its experience in technical courses and in community service, a ruling of the California State Department of Education has checked present plans. a letter to the principals and directors of California junior colleges, dated October 21, 1942, the Department of Education ruled as follows:

Because no authority exists therefor, the governing board of a district maintaining a junior college is not authorized to send representatives to the relocation centers to act as educational advisers to the relocation centers in their proposals to establish post high school education.

Some concessions were made in this ruling to those junior colleges who had been interested in establishing extension or branch service in the relocation centers. They may evaluate and accept credit for work done in the centers, with teachers already present in the centers, on the same basis as work from unaccredited junior colleges, or private institutions. (And authorization is given for academic courses on an extension basis by the University of California). But the junior college can expect no recompense (on the basis of average daily attendance), for any work done by its teachers in evaluating or directing courses at the centers must be done in addition to their usual teaching load. As the individual junior college is not to direct curriculum, provide teachers, supervise class work,

make use of its library, or make use of the leadership of teachers with long experience of the American-Japanese, the appeal to its teaching staff is not likely to be very great. Legislation may be proposed in the next session of the legislature to make it possible to organize new junior college districts in the centers. But as income from taxation is low in the counties in which the centers are located, and as there has been some tendency in those areas to regard the American-Japanese more as foreigners than as Americans, it does not look at this moment as though the movement would get very vigorously under way.—O. D. RICHARDSON, Los Angeles City College, Los Angeles, California.

PRENURSING AT VERMONT

Prenursing has attained a war priority rating in the curriculum of Vermont Junior College, and vocational counsellors at the college are asked to be on the alert for young women who seem to possess the essential qualities that make a good nurse. Chemistry, biology, bacteriology and anatomy courses are filled with young women who are planning nursing careers aimed both at war service and to meet the demand that will apparently continue after the war because of resultant military and civilian casualties of all types. year the entering class of student nurses at the local Heaton hospital have been taking their anatomy courses at the junior college under arrangements made between the administrations of the two institutions. The student nurses attend classes three semester hours a week.

MT. VERNON LOSES PLANT

On December 15 the Navy Department took over the 33-acre plant of Mount Vernon Seminary located on Nebraska Avenue in Washington, D.C., to be used for "special training" purposes. This well known junior college for women, organized in 1875, has a staff of 46 members and the largest enrollment in its history. Fortunately President George W. Lloyd, who joined the staff in 1933, has been able to make arrangements to continue the institution in temporary buildings favorably located in a nearby section of Washington, even if its present commodious plan must be sacrificed to wartime needs of the government.

FAIRMONT CLOSED

The Washington, D. C., plant of Fairmont Junior College was closed December 15 in order that its facilities might be used by the Australian Lend-Lease Administration. The announcement in the December Journal that The Casements, at Ormond Beach, Florida, had been taken over by the War Department needs modification. The Casements has been returned to the owner, Miss Maud von Woy, who was also president of Fairmont Junior College. Accordingly Miss von Woy has arranged to transfer the staff and student body of Fairmont to The Casements temporarily. The Casements was formerly the winter home of John D. Rockefeller, but was purchased by Miss von Woy in 1941.

LOS ANGELES CPT

Los Angeles City College, California, is continuing its CPT program this year with 60 students in training at the college's aviation base at Lone Pine.

Here students will receive their fundamental flight training and ground school work preparatory to entering active service with the Army and Navy air forces. Fifty of the CPT trainees are in Naval Reserve V-5 class. The other 10 are enlisted in the Army Air Corps Reserve and will enter active service on completion of the course. Those receiving the highest ratings will go into the U. S. Ferry Command. The others will become flight instructors or glider pilots.

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"GOOD NEIGHBORING"

To meet the demand for increased knowledge and understanding of our neighbors in South America, Santa Monica Junior College, California, inaugurated this fall a course in Portuguese, the language of Brazil. The course is stressing preparation especially for Civil Service jobs as translators and interpreters of Portuguese, for the U. S. Army, and for businessmen and aircraft technicians who are preparing to enter commercial relations in South America after the war.

HEALTH CLINIC

Herzl Junior College, Chicago, has a unique feature this year—a student health clinic operated by two regularly licensed physicians who are also on the teaching staff. Modern equipment includes the fluoroscope, basal metabolism machine, X-Ray, and ultra-violet lamps.

WORTHINGTON ACTIVITIES

Worthington Junior College, Minnesota, opened this fall with almost all of its male population enlisted either in the Navy or Army Reserve. The college reports that airplanes fly overhead at all hours what with 10 Navy men and 22 Army men in training under

the college's CPT program. At 7:30 each morning every man in college is required to "harden up" in the physical education obstacle course. Many Worthington former students are serving actively in the armed forces. Seven former members of the faculty are in the Army, Navy, and Coast Guard.

MOST POPULAR COURSES

Briarcliff Junior College, New York, reports that the most popular subjects in the student election of studies this year are courses directly contributory to the war effort, providing training on a through-going and practical basis in Automobile Mechanics, Topographic Drafting, Nutrition with special reference to rationing and wartime emergencies, Home Nursing, First Aid, and Medical Secretarial work. The college opened its academic year with a capacity enrollment of 136 students coming from 22 states.

KEMPER HONOR ROLL

Kemper Military School, Missouri, has inscribed in bronze on its Honor Roll the names of nine former students who have given their lives for the country. One student was killed in action in the sinking of the U. S. S. Langley, one in the Battle of Java, three in airplane crashes, and four have been reported missing in action in the Philippines.

DRIVE FOR NISEI

Collection of toys, games, scissors, and other equipment for the recreation of small children has been carried on by the Student Religious Center of Los Angeles City College for the Nisei children in the evacuation centers of Manzanar and Santa Anita.

MARS HILL SERVICE MEN

Mars Hill College, North Carolina, has at least 163 former students now in the armed forces of the country. Every branch of the service is represented.

TILTON ATHLETICS

Athletic activities at Tilton Junior College, New Hampshire, have been completely revamped in accordance with the Naval Aviation physical fitness pro-Varsity sports schedules have been severely reduced, and the emphasis is upon intramural competition with opportunity for all to play on a class or club team. During the winter season, every student will have a full hour of calisthenics four days a week. Tilton's program will include by spring seven of the eight activities listed in the Navy manual: regular classes in boxing; military track, in the form of an obstacle course and hill climbing; football; basketball; swimming and life saving; gymnastics; and soccer. Gymnastics will stress rope climbing, chinning, and work on parallel bars.

HARVEST HELPERS

California farmers needed help with their harvests this fall, so junior college students and instructors rolled up their sleeves and went to work. Students and instructors of Stockton Junior College, California, worked in tomato canneries four and more hours a night during October while continuing their college classes during the day. Others weeded gardens and worked in the fields and plant nurseries.

VICTORY TOURNEY

Almost the entire student body of Virginia Intermont College participated

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recently in a "Victory Speech Tournament" sponsored by the public speaking, dramatics, and radio classes to stimulate students to think and talk more intelligently about the war and the postwar world, and to prepare them to give community programs on the war. Activities of the tournament included debates, extemporaneous speaking, radio skits and news casts, various types of reading, "Victory" group discussions and problem solving, and a variety of quiz programs. The tournament, lasting a full month, literally turned the campus upside down as students took complete charge in planning the events, judging contests, and promoting the various programs.

Other war activities at the college include appointment of a War Council to cooperate with the Office of Civilian Defense, and sweeping revision of all social science courses to relate directly to the war.

WAR LANGUAGE

Realizing the immediate need of knowledge of certain foreign languages, the Language Department of Pasadena Junior College, California, has organized groups to study Japanese, Chinese, Russian, and German. In these courses, no attempt is made to give the students a detailed knowledge of the fundamentals of grammar, but emphasis is placed on both oral and written mastery of useful words, phrases and conversational expressions. The basic list of material to be covered has been carefully selected after consultation with military, naval and aviation authorities. Every attempt has been made to meet the immediate needs of an American who finds himself in a foreign country during the war and reconstruction period.

JONES COUNTY WAR WORK

Jones County Junior College, Mississippi, is putting emphasis this year on the war aspects of its program with full flight training and industrial education provided along with its regular courses. For the first time also, all students will be required to participate in a physical education program, and the college's first physical education director for women has been appointed.

RICKER WAR PROGRAM

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Ricker Junior College, Maine, is trying to fit into the national war program in every way that its situation in an agricultural community warrants. Students are allowed to elect extra subjects if they are able and willing to do the additional work. A course in meteorology is being given by the geology department. The courses in mathematics are being adapted to the demands of war industry. A course in radio has been arranged. The engineering department is offering courses in blueprint reading. The program of physical education has been expanded to give all students more rigid training for the rigors of armed service.

CPT ENLARGED

Highland Park Junior College, Michigan, began its second full-time, accelerated Civilian Pilot Training program this fall with accepting the training of 10 new naval fliers and 22 army glider pilots. During the summer, for the first time the college undertook to train 10 navy fliers and 10 army glider pilots on a full-time basis. If the present program continues on this basis every two months, Dean George Altenberg points out, within a year the junior college will have trained 192 new pilots in addition

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to the 106 previously trained, most of whom have already entered the service and now hold commissions.

WAR-JOB TRAINING

Rochester Junior College, Minnesota, is cooperating closely with the local Defense Council in developing war-job training programs. The college offered a refresher course for stenographers and typists during the summer months, and is now giving a course in radio technology in cooperation with the University of Minnesota, and ground instruction for the glider training program of aviation cadets for the U. S. Army Air Corps.

140 STUDY, 140 SERVE

Central Junior College, California, has a present enrollment of 140, and a list of 140 former students now in the armed forces. Thirty-one have received commissions in aviation; 13 have commissions in other branches of the service; one flyer has received the Distinguished Service Cross; another, a Silver Star.

FACULTY ON LEAVE

Thirty-one members of the faculty of San Francisco Junior College, California, are on leave from their regular duties this year to enter military and other government service. Sixteen men are in military service; seven are with various government agencies as civilians; three are doing special research work for the government; others are assisting in Federal training programs or in other capacities. Miss Phebe Ward, coordinator of the terminal education project at the college, has taken an extended leave to organize a new personnel classification for the Ryan Aeronautical Laboratories.

RADIO PLUS ACADEMIC WORK

Radio training and work experience in combination with academic work are being offered for the first time this year at the Southern Branch of the University of Idaho. Plans call for assigning young men and women for approximately 20 hours a week in work experience in radio. This consists of some code, construction and repair of radios and other related radio instruments. The related training which the student will take from the regular academic departments includes engineering, mathematics, electrical construction, physics and physics laboratory or engineering physics and laboratory. For this related training students will receive regular academic credit.

"WAR OPPORTUNITIES"

Los Angeles City College, California, is publishing a series of bulletins entitled "War Opportunities for Students" which give in simplified form information for both men and women on how to enter the various branches of the armed forces and Red Cross foreign service.

SAN BERNARDINO CPT GRAD

The San Bernardino Sun recently published a thrill-packed letter from a graduate of San Bernardino Valley Junior College, who is now an ensign flying in the southeastern Solomon islands for the Naval Air Corps after earning his wings through the junior college's CPT program in September 1941. The young man is Ensign Robert E. Dimmitt whose masterful handling of a Navy patrol plane, which was attacked for 30 or 40 minutes by seven Japanese Zero planes that riddled it with machine gun bullets, brought the ship to safety on an isolated island where the crew managed to live until it was found seven days later

by another Navy patrol plane. A brief excerpt from Dimmitt's letter is indicative of the dramatic combat in which the junior college graduate was engaged.

One of their [Japanese] shells set a bunch of flare shells on fire right by my side and I had a lot of fun putting them out. Our rudder cable on the port side was shot away as was our port flipper cable—cannon shot. We counted 12 cannon holes in our plane. Our rear gunners were really on the ball and the guns never jammed. Our starboard gunner peeled the wing off one of them and our port gunner set one on fire, so we definitely got two of them. They broke off from us after 30 or 40 minutes so they never saw that our port engine quit. Lucky for us . . . I'm glad I've had such an experience now that it's over, but while it was happening, well, we were all plenty scared.

ATHLETICS SUSPENDED

Intercollegiate championship competition in athletic contests has been suspended for the duration by the Northern California Junior College Association.

MODESTO WAR CLASSES

Modesto Evening Junior College, California, has already given mechanical training to over 2,000 people since Pearl Harbor. Instruction is offered 24 hours each day, six days a week in pre-employment training in aircraft engines, aircraft mechanics, aircraft sheet metal, machine shop, radio repair, maintenance and welding.

DEATH OF REV. RHYNE

The Rev. Hugh J. Rhyne, president of Marion College, Virginia, and Secretary of the Lutheran Synod of Virginia, died November 13. Dr. Rhyne who had held pastorates in the Lutheran churches of Baltimore, Md., and Marion and Salem, Virginia, became president of the college in 1938.

Journal of Higher Education

THE MAGAZINE FOR LEADERS IN COLLEGIATE EDUCATION

Subscription \$3 a year

OHIO STATE UNIVERSITY

COLUMBUS

For the past twelve years the Journal has been recognized as the leading magazine devoted to matters pertaining to the different areas of higher education. The contents of each issue are varied. The prospectus for the year's issues contains discursive articles, reports of research, and criticisms of current practices. We believe that professors and administrative officers, when once subscribers to the Journal, will find it so satisfying that they will not wish to be without it. 1943

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Junior College Directory, 1943

Compiled by WALTER CROSBY EELLS

Executive Secretary, American Association of Junior Colleges

HIS Directory contains information concerning all junior colleges in the United States which have been reported to the Washington Office of the American Association of Junior Colleges up to December 18, 1942. This list is meant to be inclusive rather than exclusive and therefore it contains the names of some institutions which may be doing relatively little junior college work. It omits, however, a number of institutions that give work of college grade but are not organized on a junior college basis, as well as several normal schools and teachers colleges listed in previous issues of this Directory. It includes separately organized junior colleges, general colleges, or lower divisions of four-year colleges or universities only in case they are active members of the American Association of Junior Colleges. Whenever an institution has so requested, its name has been omitted from the list. Institutions for whom no information was reported in the 1942 Directory have been dropped from the 1943 Directory unless new information has been secured to justify the retention of their names this year. The data here included have been taken from reports received in the autumn of 1942 directly from some responsible officer of the junior college named, except as otherwise indicated. Credit is due Marion Anello and Winifred Long of the Association office staff for the detailed work of collecting and assembling the data on which the Directory is based.

For explanation of terminology and symbols, see following page. For a summary of certain features by states and type of control of the colleges, see page 247.

EXPLANATIONS

The following explanations will aid in a more intelligent use of this Directory:

Administrative Head. In branch junior colleges a question sometimes arises as to whether the president of the parent institution or the dean of the local junior college should be considered the administrative head. In many public junior colleges, organized as parts of city school systems, a similar question concerns the city superintendent of schools and the dean or principal of the junior college. In all such cases the institution's own designation of its "administrative head" has been accepted, even though uniformity is thereby The administrative head, as sacrificed. stated, presumably is the individual to whom general correspondence concerning the in-stitution should be addressed. His official title is indicated following his name.

Accreditation. Three types of accreditation, or equivalent approval or recognition, (State Department, State University, Regional Association) are indicated by appropriate symbols, arranged in order:

D—State Department of Education; Board of Education in the District of Columbia; junior college accrediting commission in Mississippi.

U—State University, State College, or equivalent institution in states which do not have a state university; or by state college association or equivalent organization.

Accreditation by or membership in one of the regional associations of colleges and secondary schools.

E—New England Association M—Middle States Association N—North Central Association S—Southern Association

W-Northwest Association

Affiliation with the Catholic University of America or the University Senate of the Methodist Church is indicated for institutions not otherwise accredited.

Type. Three main types are distinguished—coeducational, for men only, and for women only, indicated by the initial letters, C, M, and W, respectively. Negro junior colleges are shown by (N) following the name of the institution.

Control. The primary basis of classification, as commonly recognized, is two-fold: institutions publicly controlled, and institutions privately controlled. The first group is sub-

divided into state, district, and local junior colleges; the second into those under denominational control or affiliation, nondenominational nonprofit institutions, and proprietary institutions. The following abbreviations are used for the denominations indicated:

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A. M. E.—African Methodist Episcopal.
A. M. E. Z.—African Methodist Episcopal Zion.
Breth. Chr.—Brethren in Christ.
Ch. of Chr.—Church of Christ.
Cong.-Chr.—Congregational and Christian.
Ev. M. C.—Evangelical Mission Covenant.
Fr. Meth.—Free Methodist.
L. D. S.—Latter Day Saints (Mormon).
Pent. Hol.—Pentecostal Holiness.
Presby.—Presbyterian (Northern).
Presby. S.—Presbyterian (Southern).
Ref. Ch.—Reformed Church in America.
7th D. Adv.—Seventh-day Adventist.
Un. Breth.—United Brethren.
Wes. Meth.—Wesleyan Methodist,

Year Organized. Each institution was asked to report the year it was organized as a junior college. In some cases, however, it is evident that there has been reported instead the date of origin of an institution of same or similar name which has since developed into a junior college. Dates prior to 1900 should usually be interpreted in this way.

Enrollment. Note that enrollment data are usually given for the previous complete year, 1941-42. In a few cases of newly organized institutions enrollment for 1942-43 is given. Under "special" students are included day students taking less than a normal load; students in late afternoon, evening, and extension courses; adults in special courses, summer school students, etc.

Faculty. Note that number of faculty members unlike number of students, is given for the current year, 1942-43, in two classes, full-time, and part-time.

Membership. Membership in the American Association of Junior Colleges is indicated by a symbol preceding the name of the institution: an asterisk (*) for active members, a dagger (†) for associate members. Active membership is open to any junior college which has received any of the types of accreditation or equivalent recognition indicated in the explanation of "accreditation" above. Associate membership is open to newly organized institutions and others which have not yet received such recognition.

The American Association of Junior Colleges does not itself act as an accrediting agency.

Summaries by States

State		UNIO		ENI	ROLLME	NT	F	ACULT	Y		bersh in A.J.C.
,	To- tal	Pub- lic	Pri- vate	Total	Public	Private		Public		tive	Asso ciate
United States	624	280	344	314,349	238,846	75,503	13,602	7,429	6,173	418	38
Alabama	9	0	9	1,095	0	1,095	126	0	126	5	2
Arizona	2	2	0	1,157	1,157	0	51	51	0	2	0
Arkansas	10	7	3	2,943	2,213	730	176	137	39	7	0
California	69	54	15	144,810	141,564	3,246	2,907	2,701	206	43	0
Canal Zone	1	1	0	1,245	1,245	0	29	29	0	1	0
Colorado	9	4	5	3,281	2,594	687	171	102	69	7	1
Connecticut	14	0	14	5,887	0	5,887	347	0	347	8	2
Delaware	1	0	1	0	0	0	10	0	10	0	0
Dist. Columbia	8) 0	8	3,444	0	3,444	199	0	199	7	1
Florida	11	1	10	2,435	280	2,155	202	18	184	6	2
Georgia	21	11	10	5,368	4,131	1,237	280	180	100	14	0
Idaho	4	3	1	1,903	1,588	315	126	110	16	3	0.
Illinois	27	12	15	18,315	14,639	3,676	810	503	307	22	1
Indiana	7	1	6	794	111	683	82	11	71	2	1
Iowa	35	27	8	3,184	2,109	1,075	385	264	121	12	0
Kansas	22	14	8	5,176	4,480	696	379	277	102	18	0
Kentucky	14	2	12	2,156	313	1,843	189	23	166	9	0
Louisiana	2	2	0	1,109	1,109	0	65	65	0	2	0
Maine	4	0	4	556	0	556	72	0	72	3	1
Maryland	6	0	6	1,125	0	1,125	127	0	127	5	0
Massachusetts	26	1	25	5,612	21	5,591	498	8	490	12	9
Michigan	13	9	4	3,489	3,017	472	214	181	33	13	0
Minnesota	16	13] 3	2,987	2,726	261	263	228	35	11	0
Mississippi	21	12	9	4,526	3,616	910	386	269	117	16	0
Missouri	25	11	14	8,502	3,198	5,304	721	239	482	19	1
Montana	4	3	1	1,575	707	868	80	53	27	3	0
Nebraska	1 7	5	2	1,586	1,221	365	104	65	39	7	0
Nevada	0	-	1 -		l –	-	-	-	-	1-	-
N. Hampshire	3	0] 3	565	0		75	0		3	0
New Jersey	11	2	9	2,875	938	1,937	171	37	134	6	2
New Mexico	1	1	0	373	373	0	26	26	0	1	0
New York	18	6	12	9,042	2,239		506	147	359	9	6
North Carolina	26	2	24	6,613	1,972	4,641	422	14		20	1
North Dakota	5	5	0	1,237	1,237		93	93		3	0
Ohio	9	1	8	3,784	347	3,437	237	93	144	7	0
Oklahoma	23	20	3	4,931	4,762	169	295	265	30	15	0
Oregon	[2	0	2	1,136	0		50	0		2	0
Pennsylvania] 23] 5	18	6,400	3,541	2,859	488	167	321	16	5
Rhode Island	12	-	12	1,552	0	1,552	119	0	119	7	1
South Carolina					J					1	1
South Dakota	5	0	5	524	336		57 289	26		111	0
Tennessee	14	1	13	2,673	15,731		834		-		
Texas	42	25	17	18,461			178			5	0
Utah Vermont	6	5	1 3	4,168	4,029	1	54			3	0
	1	1])	2 425	2 706	220	51	277	13	1
Virginia	15	1	14	6,131	3,425		328	91		7	0
Washington	8	8	0 3	1,365	1,365		79			4	0
West Virginia	4	1	4	1,143	6,278	343	211			2	0
Wisconsin Wyoming	6	2	4	6,621	0,278	343	211	130	1 01	1 *	1

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					Organ- ized	Years	STU	STUDENTS 1941-42	1941-4	69	FACULTY 1942-43	LTT.	
INSTITUTION	LOCATION	ADMINISTRATIVE HEAD	tation; Type;	tion te	Coll.	cluded	Total Fresh. Soph. Spec.	Fresh.	Soph.	Spec.	Time Time	Time	
ALABAMA Privately controlled													
*Marion Institute	Marion	W. L. Murfee, Pres.	DUS N	-		Two	289	163	77	49	22	-;	
FORKWOOD Junior College (N) Sacred Heart College	Huntsville Cullman	J. L. Moran, Fres. Mother M. Annunciata		/ Catholic	v. 1917 1940	Two	21	14	22	o vo	o vo	2	
*St. Bernard Junior College	St. Bernard	Boniface Seng, Pres.	DUS	•	1921	Two	67	28	36	60 (00 (00 0	
Selma University (N) *Snead Junior College	Selma Boaz	W. H. Dinkins, Pres. F. M. Cook. Pres.		Baptist Methodist	1927	Two	165	97	28	27	21	5 2	
*Southern Union College	Wadley	Ross Ensminger, Pres.			1934	Two	46	50	22	4 6	6	- 0	
*Stillman Institute (N) †Walker Junior College	I uscaloosa Jasper	A. L. Jackson, Pres. Carl A. E. Jesse, Pres.		C Presby.	1927	Two	275	105 28	132	20	4	2 0	
ARIZONA Publicly controlled													
*Gila Junior College	Thatcher	Monroe H. Clark, Pres.	DU— NIII	C District	1921	Two	205	93	51	61 242	15	0 %	
ARKANSAS Publich controlled) :		į					
*Arkansas Polytechnic College	Russellville	N.	DUN	-	1925	Two	727	416	192	119	30		
*Central Ark., Jr. Agric. Coll. of *Dunhar Tunior College (N)	Beebe Little Rock			State	1931	Two	182	6 6	9 5	27	9 0	10	
*Fort Smith Junior College	Fort Smith	3			1928	Two	204	129	84	27	4	30	
*Little Rock Junior College	Little Rock			C Local	1927	Two	482	242	83	157	18	9	
*State A. and M. College	Magnolia	A. Overstree	DON	State	1925	Two	405	234	171	0	28	0	
Frivately controlled Central College	Conway	7	DUN			Two	113	9	43	10	14	0	
*Draughon School of Business	Little Rock	J. T. Hamilton, Pres.		Proprietary Rantiet	1935	Two	557	195	202	157	14	 ~:	
CALIFORNIA	Compiler	T. Williams,		•			3	2)	1	•	,	
Author, Volley Tunion College I connected	T and a second	David I Don't Don		Local	1020	Land	100	V	V	c	6	12	
80	Bakersfield	Grace V. Bird, Director	DO - DO		1913	Two	2051	482		1260	32	36	
	Brawley	Percy E. Palmer, Prin.			1924	Two	106	133	32	13	0 4	21	
	Ontario	Gardiner W Spring Pres		District	1916	Two	5368	429	315	4624	26	17	
	Azusa-Glendora	F. S. Hayden, Prin.		_	1915	Two	221	114		55	10	15	
Citrus Evening Jr. College	Azusa-Glendora		,		1942	Two	0;	0 (0 0	0;	0	0 ,	
Coalinga Junior College	Coalinga	T. A. Ellestad, Supt.	_na	Local	1932	TWO	130	8	8	\$	۰	,	1
*Compton Innior College	Compton	O. Scott Thompson, Pres. DU-	DA - C	District	1927	Four	16591 1065		469	125	83	0	

	*Compton Tenion		Court Thomas				-	1027	1000	460	126	0.3	•
	Freeno City Innior College	Freeno	F W Thomas Director		I ocal	1927	Logi	1704	146	33	1525	3 7	2 ~
	Fullerton Innior College	Fullerton	S H Cortez Director	DI.	District			6360	080	473	4066	43	. 5
	Clendele Tunion College	Clondolo	G H Gover Director		District	1007		1000	222	210	1261	2 5	7 6
	Condate Jumor College	Vicilitate N Socremento	Wm Dutherford Drin		I See I		OM L	107	200	017	206	20	3 2
	Torrest Times Jumos Conege	C. Daciamento	N TY MCC.		Local	7461		230	1.5	1 :	240	0 4	7
	Lassen Junior College	Susanville	N. H. McCollom, Supt.	100	Local		OM T	933	3;	74	831	4 1	ρ°
	*Long Beach Junior College	Long Beach	George E. Dotson, Prin.	100	District		IWO	4701	2050	830	1209	27	7
	*Los Angeles City College	Los Angeles	R. C. Ingalls, Director	D0-	C District	_	Lwo	9816	6041	2951	884	169	7
	*Marin Junior College	Kentfield	A. C. Olney, Pres.	DO-	C District	-	Two	3980	365	157	3458	27	3
	*Modesto Junior College	Modesto	Dwight C. Baker, Pres.	DO-	C District		Two	1178	679	463	98	48	7
	Modesto Evening Jr. College	Modesto	W. M. Pugh, Prin.	 	C District	-	Two	7079	0	0	7079	19	45
	*Napa Junior College	Napa	H. M. McPherson, Prin.	DO-	C Local		Four	8	0	0	0	36	w
	Napa Evening Jr. College	Napa	Geo. A. Strong, Prin.	DO-	C Local	_	Two	0	0	0	0	1	26
	*Oceanside-Carlsbad Jr. College	Oceanside	Ralph I. Hale, Supt.	DO-	C Local	1934	Two	162	88	55	19	-	21
	*Pasadena Junior College	Pasadena	John W. Harbeson, Prin.	DO-	C District	_	Four	95673	1865	1226	6476	251	2
	*Placer Junior College	Auburn	Harold Chastain, Dean	DO-	C Local	1936	Two	808	169	126	513	00	25
	*Pomona Junior College	Pomona	Johnston E. Walker, Dir.	DO-	C Local		Four	4134		109	0	38	S
	Porterville Junior College	Porterville	B. H. Grisemer, Supt.	DO-	C Local		Two	228		17	24	8	25
	*Reedley Junior College	Reedley	J. O. McLaughlin, Prin.	DO-	C Local	_	Two	1270		186	191		18
	*Riverside Junior College	Riverside	A. G. Paul, Director	DO-	C District		Two	1528		274	932	_	17
	*Sacramento Junior College		Nicholas Ricciardi, Pres.	DO-	C District	ct 1916	Two	25,152	1573	900 2	649	105	0
2			John E. Carpenter, Prin.		C District	;;	Two	0		0	0	-	85
49	*Salinas Junior College	Salinas	Richard J. Werner, Pres.	DO_	C Local		Two	1053	511	287	255	28	0
)	Salinas Evening Jr. Colleg	Salinas	Helen E. Ward, Prin.	1	C Local	1935	Two	4995	0	0	4995	0	45
		Hollister	Frank A. Bauman, Dean	DO-	C Local		Two	94	9	32	4	-	24
	*San Bernardino Valley Jr. Coll.	San Bernardino	J. L. Lounsbury, Pres.	DO-	C District		Two	846	526	200	120	30	3
	Bernardino Eve. Jr. C	San	Nora P. Coy, Director		C District		Two	6396	0	0	6396	0	48
	San Diego Junior College	San	Walter R. Hepner, Prin.	DO-	C Local		Two	274	226	48	0	v	_
		San	Paul E. Klein, Prin.	DO-	C Local		Two	2072	0	0	2072	-	16
	Diego Voc. Jr. Colleg	San	Walter Thatcher, Prin.	DO-	C Local	_	Two	13,012	32	191	196,	7	20
	*San Francisco Junior College	San Francisco	A. J. Cloud, Pres.	DO-	C Local		Two	3905	1647	1053	1205	102	19
	Jose Junior College		T. W. MacQuarrie, Pres.	DOW	C District	ct 1928	Two	2238	1332	774	132	28	w.
	San Jose Evening Jr. College	•	David L. MacKaye, Prin		C District		Lwo	0	0	0	0	4	24
	*San Luis Obispo Junior College		oLawrence Griffin, Prin.	DOC-	C Local	_	Two	571	182	7	318	0	24
	*San Mateo Junior College		Charles S. Morris, Pres.	DO-	C District	ct 1922	Two	5784	641	349	4194	9	6
	*Santa Ana Junior College	Santa Ana	John H. McCoy, Director	DO-	C District	_	Two	1561	265	324	672	50	2
	Santa Maria Junior College		Harry E. Tyler, Prin.	DO-	C Local		Two	542	129	99	347	12	22
	Santa Monica Junior College	Santa Monica	E. C. Sandmeyer, Directo	-DQ-	C Local		Two	1752	1101	489	162	39	2
	*Santa Rosa Junior College	Santa Rosa	Floyd P. Bailey, Pres.	DO-	C District	ct 1918	Two	1800	432	288	1080	32	2
	*Stockton Junior College	Stockton	Arthur T. Bawden, Pres.	D0-	C Local		Two	2620	620	471	1529	31	32
	* Active member of the America	in Association of	Junior Colleges.	1 Additional	nal enrollment	ment in lower	two years.	rs. 1768					
	For meaning of symbols in th	ese columns see	page 246.	8 Additional		12	two years.	s. 8295.					
	No report. Data taken from 1	om 1942 Directory.		• Additiona	nal enrollment	=	lower two years	T, 084.					

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Azusa-Glendora F. S. Hayden, Prin.
Azusa-Glendora T. A. Ellestad, Supt.

Citrus Evening Jr. College *Coalinga Junior College

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Organ- ized	Coll.	1942	1929	1938	1926		1942	1920	1918	1917		1927	1914	1930	1930	1915	1920	1933			1941	1933		1925	1941
Control O		Local	Local	Local	Local		Nonprofit Proprietary	Breth. Chr.	Lutheran	Nonprofit	Proprietary	7th-D. Adv	Fr. Meth.	Nonprofit	Nonprofit	Catholic	Nonprofit	Federal			Local District	District District		Nonprofit Rantist	Methodist
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Accredi-	tation‡ Type‡		D00		D00		DO-	-0-	-0-	-0-	-n-	<u> </u>					DU-	M			-0-d			NIC	DON
	ADMINISTRATIVE HEAD	David L. Greene, Prin.	D. R. Henry, Prin.	E. D. Vaniman, Prin.	L. J. Williams, Frin. Pedro Osuna, Supt.		Jessie Truman, Pres. I. E. Armstrong, Pres.	A. M. Climenhaga, Pres.	Theodore Brohm, Pres.		Mrs. Helen Briggs, Dir.	L. K. Kasmussen, Pres.			Mother M. Gertrude, Pres		-	Balboa Heights R. C. Hackett, Chm. Fac.				Wm. A. Black, Pres. Peter P. Mickelson, Pres.		R. M. Shreves, Prin.	John T. Lynch, Director
	LOCATION	Stockton	Ventura	Ventura	visalia Marysville		Arcadia Berkelev	Upland	Oakland San Francisco	Deep Springs	Los Angeles	Arlington Con Francisco	Los Angeles		Los Angeles Menlo Park	Belmont	n Stanford Univ.	Balboa Heigh		,	La Junta Grand Junction	Pueblo Trinidad		Denver	Denver
	INSTITUTION‡ CALIFORNIA (Continued) Publicia controlled	Stockton Evening Jr. College	*Ventura Junior College	*Ventura Evening Jr. College	*Yuba Junior College	Privately controlled	Anoakia Armstrong Junior College	*Beulah College	California Concordia Colleges Coeswell Polytechnic College		Holmby College	Tick Wilmording Cohoole	*Los Angeles Pacific College	Lux Technical Institute	*Menlo Tunior College	Notre Dame College	*Stanford Univ., Lower Division Stanford	CANAL ZONE Publichy controlled *Canal Zone Junior College	COLORADO	Publicly controlled	*La Junta Junior College *Mesa County Junior College	*Pueblo Junior College *Trinidad Junior College	Privately controlled	*Colorado Vocational College	*Denver Junior College

8 Spool	17 ng So	115 Ilmerdi	182 and W	168 Arts,	465	Two two year rade, 41. ol of Me	1923 n lower n 12th grils Scho	—S C Methodist 1923 Two 465 168 182 115 17 8 *Additional enrollment in lower two years, 1797. *Additional enrollment in 12th grade, 41. *Official names: California School of Mechanical Arts, and Wilmerding School of Industrial Arts.	tional tional find	Addit	(N) Daytona Beach James A. Colston, Pres. American Association of Junior Colleges. American Association of Junior Colleges. In these columns see page 246.	(N) Daytona Beach James Inerican Association of Junior C American Association of Junior In these columns see page 246, om 1942 Directory.	*Bethune-Cookman College (N) * Active member of the Americal † Associate member of the Americal ‡ For meaning of symbols in the ‡ For meaning of symbols in the
-	9	182	43	25	280	Two	1933	District	ပ	sn-	W. Palm Beach John I. Leonard, Pres.	Palm Beac	3
	040	25 125	0 10	228	120 135	Two Two	1928 1939 1941	Nonprofit Nonprofit Nonprofit	≽ບບ		George W. Lloyd, Pres. Frank Smith, Act. Dean James A. Bell, Pres.	Washington Washington Washington	888 888
S	18	7.5	78	88	180	Two	1920	Proprietary	88		Marjorie F. Webster, Pres	Washington	Was
	04	41	22	34	915	Two Two	1927	Nonprofit Catholic	88	MU—	Mrs. J. M. Holton, Pres. Sr. St. Philomene, Pres.	Washington Washington	Was
N VO	57	e =	719	1993	2715 87	Two	1930	Nonprofit Catholic	υÞ	MU-UM	Wm. C. Johnstone, Dean Sr. M. M. Sheerin, Dean	Washington Washington	Was
w	20	0	0	0	0	Two	1942	Methodist	ပ		Arthur J. Jackson, Pres.	ь	Dover
4008		269	28 12 14	130	411	Two Two Two	1938 1939 1911 1939	Nonprofit Proprietary Catholic Nonprofit	SKOO	 	Harry E. Stewart, Pres. Harry C. Post, Dean Joseph M. Griffin, Pres. Mrs. M.W.S. Beach, Pres.	New Haven Waterbury Bloomfield Milford	New Have Waterbury Bloomfield Milford
35.24		130	25 25	347	573	Two	1935	YMCA Nonprofit	000	100	L. L. Bethel, Director Richard P. Saunders, Pres.	New Haven New London	New New
900		230	4 6 7	18 121	27 27 393	Two Two	1933	Catholic Proprietary Proprietary	Z D C		Joseph J. Vaskas, Fres. Mr. & Mrs. R. Keep, Prin. Weslev F. Morse. Pres.	oson ngton nd	I hompson Farmington Hartford
98 20 4	12	2281 16	87	220	173	Two	1937	YMCA Proprietary	OB;	100	Alan S. Wilson, Director George V. Larson, Pres.	rd	Hartford New Haven
16 28 12	4 4 4 2	195 450 5	990	75 116 14	310 626 28	Two Two Two	1929 1927 1939	Nonprofit Nonprofit Nonprofit	υυ≽	DU- DUE	Samuel W. Tator, Pres. E. E. Cortright, Pres. Grace Frick, Dean	aven ort d	New Haven Bridgeport Hartford
∞	200	01	0 91	68	89	Two	1941	Nonprofit Nonprofit	υυ		Charles F. Poole, Dean J. H. Buchanan, Director		of Sterling of Lamar
204	348	10 8 10\$	25 116 0	31 237 0	96 361 105	Two Two Two	1925 1920 1941	Nonprofit Baptist Methodist	υ≱υ	DUN	R. M. Shreves, Prin. J. E. Huchingson, Pres. John T. Lynch, Director		Denver Denver Denver

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FACULTY 1942-48 Full- Part- Time Time	12300227	011000000000000000000000000000000000000	
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1 1941-42 Soph. Spec.	14 187 174 0 20 20 10 1181	0 0 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	30
.941-4	73 125 17 0 0 26 109 45 0	1 4 1 5 11	8
Sh. 8		131 65 97 80 150 150 132 264 190 105 105 36 48 48 48 49 49 49 49 49	147
STUDENTS 1941-42 Total Fresh. Soph. E	103 166 81 91 24 162 162 55 55	172 140 176 1124 1124 113 140 175 175 175 175 175 175 175 175 175 175	260
Tota	190 478 99 265 50 291 110 181	303 205 205 205 273 334 336 330 330 330 94 95 1128 116 101 101	497 2
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	A.M.E. Baptist Nonprofit Catholic Nonprofit Proprietary	State Local District Local State Nathodist Nonprofit Methodist Methodist Methodist Methodist Methodist Methodist Methodist Methodist	rict
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Acc	DOS - DOS	Sna Sna Sna Sna Sna Sna Sna Sna	M ₅
EAD	Howard D. Gregg, Pres. Wm. H. Gray, Jr., Pres. J. R. Grether, Act. Pres. Judson B. Walker, Pres. Mother T. Joseph, Pres. Maud van Woy, Pres. Maud van Woy, Pres. H. E. Cunningham, Pres. Geo. W. Coleman, Pres.	SS. SS. SS. SS. SS. SS. SS. SS. II	Francis Haines, Act.Pres. DUW
ADMINISTRATIVE HEAD	Howard D. Gregg, Pr. Wm. H. Gray, Jr., Pr. J. R. Grether, Act. Pre. Judson B. Walker, Pre. Mother T. Joseph, Pre. Maud van Woy, Pres. H. E. Cunningham, Pr. Geo. W. Coleman, Pres.	George H. King, Pres. J. Thomas Askew, Pres. Eric W. Hardy, Pres. J. H. Jenkins, Pres. Peyton Jacob, Pres. J. E. Guillebeau, Pres. J. C. Rogers, Pres. J. C. Rogers, Pres. J. M. Thrash, Pres. G. M. Sparks, Director Irvine S. Ingram, Pres. R. L. Robinson, Pres. G. M. Sharks, Director T. L. Aaron, Pres. George S. Roach, Dean Wm. R. Brewster, Pres. G. C. Bellingrath, Pres. G. C. Bellingrath, Pres. G. C. Bellingrath, Pres. L. D. Watson, Jr., Chm. J. W. Sharp, Pres.	ct.Pr
METI	D. G Gray, ther, Wal Jos Ree Ree Mo ning	Asking Asking ardy, I Asking ardy, I Asking ardy, I bob, I beau with Pres. Son, Pres. So	<u>`</u>
IST	Gre T. Cun Van V. Cun	rge H. King, P. Chomas Askew, Pr. W. Hardy, Pr. I. Jenkins, Presson Jacob, Press. C. Guillebeau, P. Rogers, Press. T. Thrash, Press. T. Sparks, Directe S. Ingram, Prolliff, Press. Robinson, Press. R. Brewster, P. Carroll, Press. R. Brewster, P. Carroll, Press. Bellingrath, P. Carroll, Press. Bellingrath, Press. Press. Bellingrath, Press. Bellingrath, Press. Bellingrath, Press. Bellingrath, Press. Pres	Tain
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4		George J. Th. H. Fleyto J. K. J. M. S. C. C. G. W. R. C. C. G. W. C. C. G. W. C. C. C. G. W. C. C. C. G. G. C.	Fran
z	Jacksonville St. Augustine Jacksonville Orlando St. Augustine St. Petersburg Ormond Beach Fort Myers Babson Park	S vi	
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STIT A (C	warrmal rimal ville Jun	n Baldwin and Baldwin Military (Military Ceorgia Coeorgia Coeorgia College College Parker Julion College Colle	,5
INSTITUTION‡ FLORIDA (Continued) Privately contro	*Fla. Normal & Indus. Inst. (N) * *Jacksonville Junior College *St. Joseph's Tchr. Training Sch. Petersburg Jr. Coll. The Casements* Thos. Alva Edison Jr. Coll. Webber College GEORGIA Publicity controlled	astrong Junior Collegergia Military Collegergia Military Collegergia Southwestern Collegergia Southwestern Collegergia Military Academ Collegergia Military Collegergia Coll	l od
H	*Fla. Normal & Indus. I *Jacksonville Junior Co. Orlando Junior College St. Joseph's Tchr. Train *The Casements** The Casements** Thos. Alva Edison Jr. (†Webber College GEORGIA	*Amstrong Junior College *Augusta, Junior College *Georgia Military College *Georgia Military College *Gorgia Southwestern College *Gordon Military College *North Georgia College *North Georgia College *North Georgia College *North Georgia College *Tuniv. System of Ga., Jr. Col. of *West Georgia College *Tuniv. System of Ga., Jr. Col. of *West Georgia College *Tuniv. System of Cal., Jr. Col. of *Tuniv. System of Cal., Jr. Col. of *Tuniv. System of Cal., Jr. Col. of *Tuniv. System of College *Emmanuel College *Emmanuel College Georgia Military Academy Norman Junior College *Rabun Gap-Nacocochee School F *Rabun Gap-Nacocochee School F *Riverside Military Academy Voung L. G. Harris College Young L. G. Harris College *Publicly controlled *Boise Junior College *Boise Junior College *Boise Junior College *Tunior College *Tun	*Idaho. So Branch of vy
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*Idaho, So. Branch of Univ. of Pocatello

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999	315	2150 1322 1523 1638 1294 387 243 204 975 199 1699		D. C., has combined temporarily the Methodist Church.
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1927 1933	1915	1938 1938 1938 1934 1901 1924 1929 1924 1924	1918 1914 1934 1933 1933 1929 1918 1917 1910 1940 1940	Fairmont Junior College, Washington, D. C. The Casements. Also four-year course in pharmacy. Accredited by the University Senate of the
State District	L.D.S.	Local Local Local Local Local Local District District District Local District Local	Presby. Nonprofit Methodist Nonprofit Baptist Nonprofit Catholic Presby. Catholic Nonprofit Ev.M.C. Catholic Nonprofit Catholic Nonprofit District	Pairmont Junior College, Washington, D. C., has combined to The Comements. 11 Also four-year course in pharmacy. 22 Accredited by the University Senate of the Methodist Church.
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Pocatello Coeur d'Alene	Rexburg	Chicago Chicago Centralia Chicago Joliet La Salle La Grange Cicero Harvey Chicago	Carlinville Elgin te Evanston Lake Forest Mount Carroll Chicago Belleville Lincoln Wilmette Alton ee Chicago Peru nces Chicago Springfield	erican Association of American Association in these columns see i om 1942 Directory.
*Idaho, So. Branch of Univ. of *North Idaho Junior College Printely controlled	Ricks College ILLINOIS	ollege Coll. oll. soll. s	*Blackburn College *Egin Junior College *Evanston College *Frances Shimer College *Frances Shimer College *George Williams College *Lincoln College *Morticello College *Morticello College *Morticello College *Morticello College *St. Bede Junior College *Stringfield Junior College *Stringfield Junior College *Springfield Junior College *Springfield Junior College *Vincennes University Jr. Coll.	 Active member of the American Association of Junior Colleges. Associate member of the American Association of Junior Colleges. For meaning of symbols in these columns see page 246. No report. Data taken from 1942 Directory.

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Jackson	kson	J. O. Van Meter, Pres.	Dn-	U	Presby. S.	1927	Two	299	178	121	0		2
	Columbia	Aaron P. White, Pres.			Methodist	1923	Two	156	63	93	0		-
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London	don	Kenneth C. East, Pres.	DUS.	ຸບ ຊຽ	Methodist	1922	Two	126	99		0	12	0
*John McNeese Jr. Coll., L.S.U. Lake Cl *Northeast Junior Coll., L.S.U. Monroe	Lake Charles Monroe	Rodney Cline, Dean C. C. Colvert, Dean	DUS	00	State State	1939	Two	360	145 396	78 1 253 1	137	22	
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Port	Portland	Milton D. Proctor, Pres		_	Nonprofit	1925	Two	364	219	134	=		3
*Baltimore, Jr. Coll. of Univ. of Balt	Baltimore	Theodore H. Wilson, Pres.	res.	ပ	Nonprofit	1937	Two	358	30		562	10 2	28
	Chevy Chase Takoma Park	Carrie Sutherlin, Pres. B. G. Wilkinson, Pres.	DOM	≽ບ	Nonpront 7th-D. Adv.	1927	Two	59	253	140	19		~ «
	Mt. Washington			8	Catholic	1933	Two	112	63	46	. ~	20	4
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Springfield Worcster Bradford Boston Cambridge Cambridge Boston Boston Boston Brides Crossin Boston Boston Boston Boston Boston Boston Boston Boston Boston Worton Boston Waltham	y City nt arborn nwood nnd Rapids hiland Park kson skegon t Huron t Association of columns see ps birectory.
Bay Path Inst. of Commerce *Bardford Junior College *Burdett College †Cambridge Grad. School, Inc.! Chamberlain School †Chamberlain School †Chamberlain School †Chamberlain School †Chamberlain School †Chamberlain School †Enskine †Erskine †Frisher School *Garland School *House in the Pines Jr. Coll. †Katharine Gibbs School *Lasell Junior College *Leicester Junior College *Leicester Junior College *Middlesex University Jr. Coll. †Mount Ida, Inc. *Nichols Junior College *Pine Manor Junior College *Worcester Junior College *Worcester Junior College *Worcester Junior College	lege llege e merican American in the rom 19
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ADMINISTRATIVE HEAD	G. MacGregor, Dean Sr. M. Annunciata, Dean LeRoy M. Lowell, Pres. V. K. Nikander, Pres.		S. C. Ylvisaker, Pres. Emery A. Johnson, Dean Martin Graebner, Pres. J. O. Todd, Pres. J. M. Tubb, Pres. G. M. McLendon, Pres. R. M. Branch, Pres. J. B. Young, Pres. J. L. McCaskill, Director R. C. Pugh, Pres. R. D. McLendon, Pres. A. L. May, Pres. J. M. Kenna, Pres.
LOCATION	Big Rapids Plymouth Spring Arbor Hancock	Albert Lea Austin Brainerd Crosby Duluth Ely Eveleth Hibbing Coleraine Rochester Tracy Virginia	Mankato St. Paul St. Paul St. Paul Wesson Decatur Scooba Raymond Goodman Ellisville Meridian Senatobia Poplarville Perkinston Summit
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Senatobia Poplarville Perkinston Summit	Moorhead	Vicksburg	Gulfport	West Point	Okolona	Frentiss	Brookhaven	Mathiston		Flat River	St. Louis	Jefferson City	Joplin	Kansas City	Kansas City	Moberly	Monett	St. Joseph		Trenton	;	Columbia	Conception	Nevada	Hannibal	Iberia Ct I ania	St. Louis	Boonville	St. Louis	O'Fallon	-	9	two years, 54.	two years, 94.	
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Cranford	Teaneck Hackettstown	Newark Rutherford W. Long Branch I.Lodi Morristown Paterson Camden	: Roswell	Alfred Canton Delhi Morrisville Farmingdale Cobleskill	Millbrook Briarcliff Manor Cazenovia Bronxville New York City Rochester Rochester	Asheville f Chapel Hill	rican Association of Junior C merican Association of Junio these columns see page 246, wer two years, 127.
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INSTITUTION‡	COCATION	ADMINISTRATIVE HEAD	Accredi- tation; Type;	Control or Affila-	Organ- ized as Jr. Coll.	Years In- oluded	STUDE	STUDENTS 1941-42 Total Fresh. Soph. S	1-42 h. Spec.	FACULTY 1942-43 Full- Part- Time Time	LTY Part-
TEXAS (Continued)											
*Hardin Tunior College	Wichita Falls	Tames B. Boren, Pres.	DUS	District	1922	Two	438	151 134	153	25	2
*Hillsboro Iunior College	Hillsboro	L. W. Hartsfield, Pres.	DO C	Local	1923	Two				00	12
*Houston Junior College	Houston	N. K. Dupre, Dean		_	1927	Two		4		10	15
*John Tarleton Agric. College	Stephenville	J. Thomas Davis, Dean	DOS C	State	1917	Four	181241 7	755 417	640	99	7
*Kilgore College	Kilgore	B. E. Masters, Dean		_	1935	Two			_	45	0
*Lamar College	Beaumont	John E. Gray, Pres.	DOS	_	1923	Two				30	_
*Lee Junior College	Goose Creek	N. S. Holland, Pres.			1934	Two		172 75	2	12	00
North Texas Jr. Agric. College	Arlington	Edward E. Davis, Dean	DOS	••	1917	Lwo	_		3 23	99	_
*Paris Junior College	Paris	J. R. McLemore, Pres.			1924	Lwo				17	4
*Ranger Junior College		G. C. Boswell, Pres.	DO - C	Local	1926	Two	196			3	14
*St. Philip's Junior College (N) 42		Artemesia Bowden, Dean		Local	1927	Two	_			1:	2
*San Angelo College	San Angelo	Wilson H. Elkins, Pres.			1928	IWO		225 84		61	> •
*Towns I Tunion College	Tomple	Coo H Contain Pres.		Local	1925	LWO	340	192 90	28	10	12
*Teverbene College	Tevarkana	H W Stilwell Dres		Local	1027	OM L			73	v	27
*Tylar Imior College	Tyler	I M Hodge Dree	SIL	Local	1026	OM L			3.	10	2
*Victoria Junior College	Victoria	J. D. Moore, Dean	DO - C	Local	1925	Two	349	174 63	1112	0	10
Privately controlled											
Butler College (N)	Tyler	Isaiah Jackson, Pres.	D _ C	Baptist	1927	Two	134	88 44	7	11	0
*Clifton Junior College	Clifton	C. Tyssen, Pres.	DA-C	Lutheran	1922	Two	88	56 24		9	-
Conroe N. and I. College (N)	Conroe	Wm. A. Johnson, Pres.		Baptist	1903	Two	166		122	9	w i
Decatur Baptist College	Decatur	J. L. Ward, Pres.		Baptist	1897	Two	145	76 68	~ .	00	0 8
*Hockaday Junior College	Dallas	Ela Hockaday, Pres.		Nonpront	1931	Lwo			1 2	120	07
Merchall Colleges	Marchall	H D Prince Pres.	Since	Methodist	1017	Two	86	207	42	17	00
Mary Allen Linior College (N)		T. B. Lones, Pres.	000	Drechy	1025	Two			24 6	16	0
Our Lady of Victory College		Sister M. Albertine. Pres.		_	1930	Two	118	48 31	39	16) W
*Schreiner Institute	Kerrville	J. J. Delaney, Pres.	DUS	_		Two				12	==
Southwestern Junior College	Keene	H. H. Hamilton, Pres.			<u>.</u>	Two			5 15	18	2
Terrill Junior College	Dallas	S. M. Davis, Hdm.	N I	_		Two			20	0	9
*Texas Lutheran College	Seguin	Wm. F. Kraushaar, Pres.	DOS		_	Two	143		9 0	2;	so c
Texas Military College	Terrell	Mrs. Louis C. Perry, Pres.				IWO			o \	=;	0 0
*Wayland Baptist College	Plainview West-	G. W. McDonald, Fres.		Baptist Wethodist	1909	Lwo	104		127	12	۰ د
Westminster College	Tehuacana	T. L. Crenshaw, Pres.	DO - DO			Two	73	40 20		7	a
TTAH											
Publicly controlled											
*Carbon College	Price	Elden B. Sessions, Pres.	DUW C	State	1938	Four	19148 130	30 41	20	13	00
		5								;	,
*Dixie Junior College	St. George Enhraim	Glenn E. Snow, Pres.	DUW C	State	1917	Four	10445 109	75 75	44	77	14

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Elden B. Sessions, Pres.	Glenn E. Snow, Pres. James A. Nuttall, Pres. H. Oberhansley, Director H. A. Dixon, Pres.	Salt Lake City Robert D. Steele, Pres.	Royce S. Pitkin, Pres. Jesse P. Bogue, Pres. John H. Kingsley, Pres.	C. J. Duke, Jr., Director	Curtis Bishop, Pres. J. Paul Glick, Pres. Edwin C. Wade, Pres. John L. Stauffer, Pres. J. A. Chapman, Pres. Lyman B. Brooks, Pres. Lyman B. Brooks, Pres. Arthur K. Davis, Pres. Robert L. Durham, Pres. John C. Simpson, Pres. W. E. Martin, Pres. W. E. Martin, Pres. Geo. N. Porter, Dean Paul F. Gaiser, Pres. Geo. N. Porter, Dean Lewis C. Tidball, Pres. Junior Colleges.	
Price	St. George Ephraim Cedar City Ogden	Salt Lake City	Plainfield Poultney Montpelier	-	Danville Curtis Bishop, Blackstone J. Paul Glick, Bluefield Edwin C. Waa Harrisonburg John L. Stauff Waynesboro J. A. Chapman Marion H. J. Rhyne, Norfolk Lyman B. Bro Dayton Wade S. Miller Petersburg Arthur K. Day Bristol Atthur K. Day Bristol W. E. Martin Bristol W. E. Martin Bristol H. G. Noffsing Centralia Margaret Cort Vancouver Geo. N. Porte Feverett Geo. N. Porte Can Association of Junior Colleges, nortean Association of Junior Colleges I 1942 Directory.	
Publicly controlled *Carbon College	*Dixie Junior College *Snow College Utah, Branch Agric. College of *Weber College	*Westminster College VERMONT Privately controlled	*Goddard College *Green Mountain Jr. College *Vermont Junior College	*Norfolk Div., C. Wm. & Mary Privately controlled	ollege (C. C. C	
					201	

INSTITUTION#	LOCATION	ADMINISTRATIVE HEAD	Accredi- tation; Type;	Control Or Amila-	ol Organ- ized a- as Jr. n Coll.	Years In- cluded	STUI Total	STUDENTS 1941-42 Total Fresh. Soph.	1941-4 Soph.	Spec.	FACULTY 1942-43 Full- Part- Time Time	LTY Part-
WASHINGTON (Continued) *Lower Columbia Jr. Coll. *Mount Vernon Junior College *Wenatchee Junior College *Yakima Valley Junior College	Longview Mount Vernon Wenatchee e Yakima	T. D. Schindler, Pres. Charles H. Lewis, Dean W. B. Smith, Pres. Elizabeth Prior, Pres.		C Local C Local C Local	1934 1926 1939 1928	Two Two Two Two	197 112 164 274	80 108 108	55 54 54	62 0 0 112	9 4 51	8 N O M
WEST VIRGINIA Publicly controlled *Potomac State School	Keyser	Ernest E. Church, Pres.	DUN	C State	1921	1 Two	234	124	91	10	20	0
*Beckley College *Greenbrier College *Greenbrier College	Beckley Lewisburg Lewisburg	J. L. Bumgardner, Pres. F. W. Thompson, Pres. H. B. Moore, Pres.		C Nonprofit Nonprofit Proprietary	fit 1933 fit 1902 tary 1933	3 Two Four	700 8950 120	250 62 80	150 20 12	300	112 18 4	41 2 6
WISCONSIN Publicly controlled Vocational Junior College Wisconsin, Ext. Div. of Univ. of	Milwaukee of Milwaukee	W. F. Rasche, Director Frank O. Holt, Act. Dir.	-0A	C Local C State	1934	4 Two 8 Two	101	540	16 291	10 5346	0 88	20
Privately controlled Concordia College Edgewood College *Salvatorian Seminary *Wayland Junior College	Milwaukee Madison St. Nazianz Beaver Dam	Leroy C. Rincker, Pres. Sr. Rose Catherine, Pres. S. Freischmidt, Rector Stanley C. Ross, Pres.		M Lutheran W Catholic M Catholic C Baptist	th 1890 c 1928 c 1909 1936	O Two	52 210 41 40	21 35 22 24	31 18 19	0 0 0	10 25 0	0 2 0 6

so Additional enrollment in lower two years, 51.

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 For meaning of symbols in these columns see page 246.

f Junior Colleges page 246. Association of columns see 1 of the American symbols in these ive member meaning of

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Directory of Junior College Societies

Honorary Societies

Alpha Mu Gamma

Collegiate foreign language honorary society Organized—1931; international, 1934

Existing chapters—14

President—Eda Ramelli, Santa Barbara State College, Santa Barbara, California

Corresponding Secretary—Alfred G. Sigerist, Santa Barbara State College, Santa Barbara, California

Executive Secretary—Stella Lovering, Los Angeles City College, Los Angeles, California

Publication—Alpha Mu Gamma Scroll, published semiannually; editor, Helen Schacket; advisor, Stella Lovering
Inquiries should be addressed to the corre-

Inquiries should be addressed to the or sponding secretary

Alpha Pi Epsilon

Honorary secretarial society

Organized-1933

Existing chapters-18

President—George Larson, Larson Junior College, New Haven, Connecticut

Secretary—Helen McKelvey, Los Angeles City College, Los Angeles, California

Publication—Alpha Pi Epsilon Notes, published annually; editor, Logan Hart, Los Angeles City College, Los Angeles, California

Inquiries should be addressed to Florence
M. Manning, 856 North Edgemont Street,
Los Angeles, California

Approved by American Association of Junior Colleges, 1942

Beta Phi Gamma

National honorary coeducational journalistic fraternity, affiliated with Alpha Phi Gamma, national senior college coeducational journalistic fraternity

Organized—1933

Existing chapters-22

President—Derrill Place, Glendale Junior College, Glendale, California

Executive Secretary—J. HAL WALTERS, San Bernardino Valley Junior College, San Bernardino, California

Publications—The Mouthpiece, published semiannually; editor, ROYAL K. SANFORD, Visalia Junier College, Visalia, California; Black and White, official publication of both junior and senior college fraternities, published annually; editor, Mrs. Iola Rust, 805 Center Street, Redlands, California

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Inquiries should be addressed to the executive secretary

Delta Psi Omega

Honorary dramatic fraternity

Organized-1927

Existing chapters-151

President—IRENE CHILDREY HOCH, Modesto
Junior College, Modesto, California
Secretary—Paul F. Opp, Box 347, Fairmont,

West Virginia

Publication—The Playbill of Delta Psi Omega, published annually (autumn); editor, PAUL F. Opp.

Inquiries should be addressed to the secretary

Phi Rho Pi

Forensic honorary society, affiliated with Tau Kappa Alpha and Pi Kappa Delta, national senior college forensic societies

Organized—1928

Existing chapters-90

President—P. MERVILLE LARSON, North Park College, Chicago, Illinois

Secretary—Sylvia D. (Mrs. C. E.) Mariner, The Marion Hotel, Little Rock, Arkansas

Publications—Phi Rho Pi Persuader, published quarterly; editor, Mary E. Asseltyne, Virginia Junior College, Virginia, Minnesota; The Speaker, official publication of both junior and senior societies

Inquiries should be addressed to the secretary

Approved by American Association of Junior

Colleges, 1930

Phi Theta Kappa

General scholastic honorary society

Organized-1918

Existing chapters-91

President—Elbert Stringer, Moberly Junior College, Moberly, Missouri

Secretary—Mrs. Margaret Mosal, Canton, Mississippi

Publication—The Golden Key of Phi Theta Kappa, published quarterly; editor, HARRY ROWLAND, Jordan Printing Company, Little Rock, Arkansas

Inquiries should be addressed to the secretary Approved by American Association of Junior Colleges, 1930

Zeta Sigma Pi

Social science honorary fraternity, junior and senior colleges

Organized-1935

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Existing chapters-28, of which 10 are in junior colleges Honorary President-J. EDGAR HOOVER, Fed-

eral Bureau of Investigation, Washington, D. C.

Executive Secretary-R. D. MacNitt, Wilmington College, Wilmington, Ohio Publications—Blue and Gold, published an-

nually; Zeta Sigma Pi News, published monthly

Inquiries should be addressed to the executive secretary

Social Organizations

National Junior College Panhellenic

A federation of the national social sororities in the junior college field

Organized—1914

Executive Chairman-Mrs. Anthony E. Bott, 1317 Pennsylvania Avenue, East St. Louis, Illinois Secretary-Treasurer-Mary Catherine Bork,

10010 Newton Ave. (Apt. 306), Cleveland,

Standing committees, with chairmen as follows:

Eligibility and Nationalization-Mrs. Harold E. Erf, 429 N. Lombard Avenue, Oak Park,

Publicity-Mary Catherine Bork, Newton Ave. (Apt. 306), Cleveland, Ohio

Scholarship Standards Survey—Mrs. Anthony E. Bott, 1317 Pennsylvania Avenue, East St. Louis, Illinois

Social Conditions on Campus—Mrs. WILLIAM H. RANDALL, 1922 Rolston Street, Independence, Missouri

Publication-The Panhellenic Bulletin, published annually

Inquiries should be addressed to the executive

Eta Upsilon Gamma

Organized—1901 Existing chapters—7 active; 10 alumnae President—Mrs. HAROLD E. Erf, 429 N. Lombard Avenue, Oak Park, Illinois Secretary-Mrs. WILL K. NORTON, 495 Ockley

Drive, Shreveport, Louisiana

Publications—The Adamas, published annually; editor, Mrs. SIM B. COMFORT, 5638 Kingsbury Avenue, St. Louis, Missouri;

Pledge Information, published annually; editor, Mrs. HAROLD E. ERF Inquiries should be addressed to the president

Kappa Delta Phi

Organized-1921

Existing chapters—two active; seven inactive President—MARGARET PERROTT, 170 3/4 S. Washington Street, Tiffin, Ohio

Secretary—Ann L. Mammele, 2714 Harrison Street, Wilmington, Delaware Publications-The Torch, published biennially; The Eagle's Wing, published quarterly; editor, MARY CATHERINE BORK, 10010 Newton Ave. (Apt. 306), Cleveland, Ohio Inquiries should be addressed to the president or to the secretary

Phi Sigma Nu

Organized—1927

Existing chapters—three active; one alumni President-EDWARD R. McGuire, 2534 West 83rd Street, Chicago, Illinois Secretary—B. NISLE MEYER, 11 Forest Road, Verona, New Jersey

Publication-The Phi Sigma Nu, published semiannually; co-editors, SHERMAN KEELY, JR., 1052 N. Harding Avenue, Chicago, Illinois, and ROBERT KINN, JR., 4918 N. Wolcott Street, Chicago, Illinois Inquiries should be addressed to the president

Sigma Iota Chi

Organized—1903

Existing chapters—18 active; 12 alumnae President—Mrs. Anthony E. Bott, Pennsylvania Avenue, East St. Louis, Illinois Secretary-Miss Lois James, 43 Hillside Ter-

race, Belmont, Massachusetts

Publications-The Parchment, published quarterly; editor, Mrs. Robert Towne, 303 Perry Road, Marshall, Texas; The Scroll, published five times a year; editor, MISS Lois James

Inquiries should be addressed to the president

Zeta Mu Epsilon

Organized—1921

Existing chapters—three active; three alumnae President-Mrs. Rush D. Holt, Weston, West Virginia

Secretary-Mrs. T. T. MacLiver, 738 W. Baca Street, Trinidad, Colorado

Publications—The Evergreen, published annually; Zeta Mule, newsletter, published annually; editor, Mrs. J. M. Maston, Hawesville, Kentucky

Inquiries may be addressed either to the presi-

dent or to the secretary

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